

DOCUMENT RESUME

ED 088 300

HE 005 089

TITLE The Factbook for [Your School] and Guidelines for Its Use.
INSTITUTION National Lab. for Higher Education, Durham, N.C.
PUB DATE [73]
NOTE 102p.
EDRS PRICE MF-\$0.75 HC Not Available from EDRS.
DESCRIPTORS *Data Collection; *Educational Planning; *Higher Education; Institutional Research; *Recordkeeping; *Statistical Data

ABSTRACT

This factbook is a pocket-sized looseleaf notebook containing blank statistical tables where data may be recorded concerning institutions. Eight major sections, which include tables, provide a place for information about the school's history, academic constituents, admissions and enrollment, academic programs, finances, physical resources, student life, and special information. Most of the tables provide space to cover a 5-year period. Guidelines for the factbook are included. (MJM)

ED 088300

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS
COPYRIGHTED MATERIAL BY MICRO-
FICHE ONLY HAS BEEN GRANTED BY

*National Library of
Higher Education*

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

GUIDELINES FOR THE FACTBOOK

Teachers and administrators as well as office workers, landscape artists, and students are often required to make decisions which were best founded on a sound knowledge of their institution's life. The vastness of statistics on any phase of a college or university's operation, however, usually prohibits people from being knowledgeable about everything relevant to their tasks. Often, there is no repository of institutional facts which they can quickly consult for relevant information. While it would be impossible to collect all institutional data into one volume, The Factbook does provide a place where people who need information about the school (i.e., vital statistics) can usually find what they want.

Format

The Factbook is a pocket-sized looseleaf notebook containing blank statistical tables in which you can record data about your college. Eight major sections, which include 41 tables, provide a place for information about 1) the school's history, 2) its academic constituents, 3) admissions and enrollment, 4) academic programs, 5) finances, 6) physical resources, 7) student life, and 8) special information. Most of the tables allow you to record data over a five-year period. As statistics change and as new information (not provided for by the tables) is necessary, you can easily insert pertinent information into the notebook.

Technical Notes and Definitions

The Factbook is, for the most part, self-explanatory. If something is unclear to you, however, you will find an explanation of it in "Technical Notes and Definitions." You may want to read through this alphabetical listing of terms and procedures before you start to gather material for your own Factbook. Items in The Factbook which are explained in the Technical Notes and Definitions are noted by a small triangle.

Technical Notes and Definitions

Academic Classification. Freshmen, Sophomore, Junior, Senior, and Graduate Student are the classifications referred to by this term.

19__-___. This numerical arrangement refers to academic year.

Accreditations and Memberships. Accrediting agencies confer formal approval of the quality and content of the academic programs offered by institutions of higher learning. The term "membership," conversely, refers to each institution's various affiliations with professional interest groups.

Administered. When the phrase "First Administered" is used to refer to degrees, it refers only to the time when the institution officially designated a particular degree as part of its program. It does not indicate whether or not any of the degrees were granted in the year cited. (See "Academic Degrees" table.)

Athletic Organizations. This category would generally not include the regular, school-sponsored intercollegiate athletic teams. Examples of these organizations might include the Frisbee Club, the Karate Club, the Rugby Football Club, and other intramural athletics.

Attrition. One table requires information about the status of students who leave the institution before the completion of the degree requirements. If you do not generally make this information available to everyone in your institution, then you may prefer to include this table in the Factbooks of only the President, the Academic Dean, the Institutional Research Officer, and other specified persons.

College Entrance Tests. The table on entrance tests is provided to accommodate information on the Scholastic Aptitude Test (SAT) scores of entering freshman. As you will note, this table has space for separate and combined entries of the verbal and math scores. If your institution uses a standardized college entry test other than the SAT, change the title and information included in the tables so that they reflect the categories (e.g. verbal, math, natural science, music) tested in this new examination. You should also check the technical manual or consult the test developer to determine the accuracy of the procedures you use to combine the scores of the new categories.

Dollar Entries. To conserve space in tables calling for monetary information, you may round the amounts, which are listed in dollars, to the nearest thousand.

Estimates. The majority of the tables in the Financial Resources section cover a period of at least three years. At the time of publication, the column for the year 1972 will contain historical records, and the column for 1973 will be current. The remaining columns provide space for estimates or projections. You may want to complete these columns in pencil and replace the estimates with current figures in 1974 and 1975 (where applicable).

Fall 197 . This symbol means either the fall quarter or the fall semester of an academic year.

197 . This numerical arrangement refers to the "fiscal year."

F|M|T. These letters stand for Female, Male, and Total, respectively.

FTE Faculty. Several tables in The Factbook require that entries be listed in terms of full-time equivalent (FTE) faculty. The FTE conversion-formula requires that work-units credited to part-time faculty members be combined and then divided by quantities which are equal to the minimum number of work-units represented by the full-time faculty member. If a full-time faculty member, for example, represents a minimum of twelve work-units per quarter or semester, then four faculty members, each representing three work-units per quarter or semester, would equal one FTE faculty member. If your institution has a standard FTE conversion-formula, you may use it instead of the above to compute the total number of FTE faculty asked for in the tables of The Factbook.

FTE Students. Procedures for computing the number of full-time (FTE) students in your institution are comparable to those described in the FTE faculty listing. In other words, use the minimum number of course-units taken by a full-time student to define an FTE student.

Grade Points. Most institutions of higher learning describe a student's overall academic performance by using grades or quality points. They allot four points for each academic unit in which the student receives a grade of A, three for those units awarded a grade of B, two for a C, and one for a D. Some schools, however, award only three units for a grade of A and none for a D. You should, therefore, use care in defining the institutional procedure used in obtaining the data for this table.

History. This section of The Factbook refers to highly significant turning points in the course of the institution's history: the types of degrees awarded by the institution; accreditations and memberships in professional associations; degree programs, departments, or schools established by the institution; the influx of new funds; the beginning of new research programs; change in the name of the institution; the appointment of a new dean or president; or an administrative officer with different ideas about the institution's goals and objectives.

Honorary and Professional Fraternities. Examples of honorary fraternities include Phi Delta Kappa (an honorary fraternity in education), Sigma Alpha Iota (an honorary music fraternity for women), and Tau Alpha Pi (an honor society for engineering technology students). Examples of professional fraternities include Appha Kappa Psi Business Fraternity, Sigma Delta Chi (a journalism fraternity), and The American Chemical Society.

Institutional Income. This term refers to the major sources of income of the institution. Within each of these broad categories, you may wish to develop separate tables. The person in charge of alumni affairs, for example, may want to develop several tables on source of gifts and grants.

Intercollegiate Athletics. For a thorough analysis of the intercollegiate athletics program, this category must be included in both the income as well as the expense tables. Schools having extensive athletic programs may need to develop a separate table which would allow comparison of program costs and benefits.

Intersessions. Those time periods which occur between regularly scheduled semester sessions are called "intersessions." The time between spring semester and the first summer session is an example of what is meant by the term. Tables on the enrollment of an institution do not include data on intersessions because the institution may or may not compute the student's grade-point average (GPA) by using grades received from courses taken during these periods. If you wish to include data on enrollment during intersessions, note this addition by using an asterisk.

(N). This symbol refers to the number of subjects.

Pass-Fail Grading System. The table on grade distribution requires information on the standard letter grades awarded students. Some institutions, however, use a pass-fail system for some or all courses. The "Fail" grades awarded in such courses should, if possible, be listed in the "Fail" column, not in the "F" column. Since the manner in which they are recorded, however, varies from school to school, you should note (by asterisk) the way your school handles the problem.

Percentages. Several tables in The Factbook require that entries be listed in either numbers or percentages. The sum of the percentages in each column should total 100 percent. Rounding errors may occasionally affect the total sum by one or a few percentage points. If such an error occurs, note the irregularity with an asterisk.

Political/Cultural Organizations. Examples of these organizations include the Black Student Association, Young Americans for Freedom (YAF), and Students for a Democratic Society (SDS).

Postal Codes.

AL = Alabama	MT = Montana
AK = Alaska	NE = Nebraska
AZ = Arizona	NV = Nevada
AR = Arkansas	NH = New Hampshire
CA = California	NJ = New Jersey
CO = Colorado	NM = New Mexico
CT = Connecticut	NY = New York
DE = Delaware	NC = North Carolina
DC = District of Columbia	ND = North Dakota
FL = Florida	OH = Ohio
GA = Georgia	OK = Oklahoma
HI = Hawaii	OR = Oregon
ID = Idaho	PA = Pennsylvania
IL = Illinois	RI = Rhode Island
IN = Indiana	SC = South Carolina
IA = Iowa	SD = South Dakota
KS = Kansas	TN = Tennessee
KY = Kentucky	TX = Texas
LA = Louisiana	UT = Utah
ME = Maine	VT = Vermont
MD = Maryland	VA = Virginia
MA = Massachusetts	WA = Washington
MI = Michigan	WV = West Virginia
MN = Minnesota	WI = Wisconsin
MS = Mississippi	WY = Wyoming
MO = Missouri	

Re-Entry Students. Students who have not enrolled in an institution of higher learning for at least two academic semesters (or at least three academic quarters) and do not qualify either as an entering freshman or as a transfer student are called "re-entry students."

Source. The term "source" found on the title page refers to the institutional office (such as The Institutional Research Office) that has collected and synthesized all the information asked for in The Factbook. The term "source" found beneath each table, on the other hand, refers to the office (such as the President's office or the Admissions office), or the materials (such as the college catalogue), or method (such as student interviews)

used to obtain the information in that table.

By leaving the term "source" open-ended, the creators of The Factbook acknowledge the large variation in the way institutions store and retrieve information. Since each user of The Factbook can include whatever information he feels is important in regard to source, moreover, the "source blank" becomes a way of giving special information about the inclinations of individual schools in methods of storage and retrieval.

Special Institutional Information. There are certain facets of an institution's life which are unique; they are part and parcel of the school's individuality. There is no way, consequently, for The Factbook to provide tables which could incorporate this information. The importance of these special items, however, is great enough to warrant this separate section at the end of The Factbook. Please fill it in with data which you feel are necessary for those who want to know about the special aspects of your school.

Special Programs. This term refers to evening college, extension division programs, continuing education and external degree programs, etc. (See "Enrollment Summary" table in the Admissions and Enrollment section.)

Student Services. Expenses itemized under this heading include such things as health care and counseling. Often, one or more of these services should be presented in separate tables; for example, a complete university health program would require the specification of resources for clerical and professional staff as well as for handling various operational costs.

Tables. The Factbook contains tables which the NLHE staff feels will be most useful to you. You may want to include tables of your own, however, which are not presently in The Factbook. The following are suggestions:

1. Projected tuition income can be based on expected enrollment, beginning with the current academic year and continuing for the next 5-7 years.
2. Income from major sources can be listed on a per student basis and in total income.
3. Expenditures can be expressed on a per student basis as well as in terms of total dollars spent.
4. Library operation expenditures can be presented by listing the major categories of expenditures and the amount spent on books and periodicals for each student.

5. The extent to which the library facilities are used can be presented by estimates of the number of books used and by estimates of library attendance by faculty and students.

Transfer Students. This phrase refers to students who have gone from one institution of higher learning to another and have been out -- during the transfer -- no more than one academic semester or two academic quarters.

Tuition. Institutions generally create two categories of student payment: tuition and fees. The former refers to the money paid for permission to attend classes, while the latter refers to money paid by the student for extra-curricular activities, newspapers, yearbooks, laboratory materials, etcetera.

THE FACTBOOK *for*

△ Source: _____

THE FACTBOOK
is a product of the
NATIONAL LABORATORY FOR HIGHER EDUCATION
Durham, North Carolina

The National Laboratory for Higher Education reserves first publication rights to The Factbook format. No portion of this document may be reproduced or quoted without written permission from NLHE.

ABSTRACT

Hundreds of individuals are involved in the life of every college. They make, accept, and (or) reject decisions that affect the school's adaptability, vitality, and success; consequently, they need to know what is "going on" throughout the institutional. They need a book of data, containing a variety of institutional facts, that can be used for everything from policy guidance to accountability.

Such a document had been developed by an institutional researcher at a large Southern university as early as 1968. In 1970, when he joined the National Laboratory for Higher Education (NLHE) in Durham, North Carolina, he charted a course for the creation of a pocket-sized looseleaf notebook which is now called The Factbook. This document, reflecting his experience as a college researcher, is designed to accommodate and coordinate facts in eight areas of institutional life: 1) school history, 2) academic constituency, 3) admissions and enrollment, 4) academic programs,

ABSTRACT (Cont'd)

5) finances, 6) physical resources, 7) student life, and 8) "special" information.

Within each of the first seven areas, a number of statistical tables -- with space for data -- is presented. As information is received, it is simply inserted into the appropriate blank tables. Frequently, space is provided for information collected over a five year period: hence, trend analysis is possible.

The eighth section of The Factbook -- "Special Institutional Information" -- is provided so that the facts which describe a school's uniqueness can be included. Such matters as policy, purposes, and planning -- which help determine the special character of any school -- should be included in this section.

INTRODUCTION

Higgins. The Rain in Spain falls nimbly on the plain.
Liza. The Rhain in Sphain falls nimbly on the plhain.

While an educated person is still, by and large, recognized by the way he talks, teaching someone to "talk right" is no longer as simple as it was in Pygmalion. Teaching of any sort requires teachers and administrators and all other academic constituents to know precisely what is going on throughout their institution. To know everything about a school, however, is almost impossible because of the vastness of institutional data. The Factbook, which allows people to collect school data in one place (in an organized fashion), simplifies the process of "knowing" about the school and, thereby, facilitates the process of teaching.

TABLE OF CONTENTS

History

Academic Constituents

Admissions and Enrollment

Academic Program

Financial Resources

Physical Resources

Student Life

Special Institutional Information

Items
in
THE FACTBOOK
which are explained in the
Technical Notes and Definitions
are noted by a small triangle. Δ

HISTORY

Do I know you?
It was in a heavy rain at about noon in Covent Garden when

Higgins said, "What's your name?" and
The Flower girl answered "Liza Doolittle."

△ HISTORY

Academic Degrees

Types of degrees awarded by the institution and dates on which the degrees were first administered.

Types of Degrees

Rates

Academic Degrees (Cont'd.)

Types of Degrees

Dates

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Source: _____

Accreditations and Memberships△

Accrediting agency listed by year accreditation awarded.

<u>Accrediting Agency</u>	<u>Year Awarded</u>
---------------------------	---------------------

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Accreditations and Memberships (Cont'd.)

Association-Membership and Year Affiliated

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Source: _____

Degree Programs, Departments, or Schools Established

Names of degree programs, departments, or schools listed by
citing dates on which each was established.

<u>Names of Degree Programs, Departments, or Schools</u>	<u>Dates Established</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Degree Programs, Departments, or Schools Established (Cont'd.)

<u>Name of Degree Programs, Departments or Schools</u>	<u>Dates Established</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Source: _____

History: Other Significant Turning Points

Description of turning point in the institution's history listed by citing the relevant time-period(s).

Description of Turning Point

Time-Period(s)

History: Other Significant Turning Points (Cont'd.)

Time-Period(s)

Description of Turning Point

Source:

ACADEMIC CONSTITUENTS

On academic wisdom:

Pickering. Excuse me, Higgins; but I really must interfere. If this girl is to put herself in your hands for six months for an experiment in teaching, she must understand thoroughly what she's doing.

Higgins. How can she? She's incapable of understanding anything. Besides, do any of us understand what we are doing? If we did, would we ever do it?

ACADEMIC CONSTITUENTS

Board of Trustees

List board members, their position on the board, the date on which their terms expire, and business or home address.

Name	Board Position	Date Term Expires
------	-------------------	----------------------

Home

Address

Business

Address

Name	Board Position	Date Term Expires
------	-------------------	----------------------

Home

Address

Business

Address

Board of Trustees (Cont'd.)

Date Term
Expires

Board
Position

Name

Home

Address

Business

Address

Date Term
Expires

Board
Position

Name

Home

Address

Business

Address

Board of Trustees (Cont'd.)

Date Term
Expires

Board
Position

Name

Home

Address

Business

Address

Date Term
Expires

Board
Position

Name

Home

Address

Business

Address

Board of Trustees (Cont'd.)

Board
Position

Date Term
Expires

Name

Home

Address

Business

Address

Board
Position

Date Term
Expires

Name

Home

Address

Business

Address

Source:

Administrative Officers

Administrative Officers listed by their title and date of appointment.

<u>Name</u>	<u>Title</u>	<u>Date Appointed</u>

Administrative Officers (Cont'd.)

<u>Name</u>	<u>Title</u>	<u>Date Appointed</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Source: _____

Faculty Characteristics

Number of full-time equivalent (FTE) Δ faculty listed by sex, degree, and fiscal year.

	<u>Doctor's</u>			<u>Master's</u>			<u>Bachelor's</u>			<u>Other</u>			<u>Total</u>		
	F	M	T Δ	F	M	T	F	M	T	F	M	T	F	M	T
1971 Δ															
1972															
1973															
1974															
1975															

Source: _____

Faculty Characteristics

Number of FTE faculty listed by rank, sex, fiscal year, and level of instruction.

Level of Instruction: Undergraduate

	<u>Professor</u>			<u>Associate Professor</u>			<u>Assistant Professor</u>			<u>Instructor</u>		
	F	M	T	F	M	T	F	M	T	F	M	T
1971												
1972												
1973												
1974												
1975												

Faculty Characteristics (Cont'd.)

Level of Instruction: Graduate

	<u>Professor</u>			<u>Associate Professor</u>			<u>Assistant Professor</u>			<u>Instructor</u>		
	F	M	T	F	M	T	F	M	T	F	M	T
1971												
1972												
1973												
1974												
1975												

Source: _____

Faculty Salaries-I*

Salary rating of FTE faculty (based on the A.A.U.P. salary scale rating), listed by fiscal year and academic rank.

	<u>Academic Rank</u>		
	<u>Professor</u>	<u>Associate Professor</u>	<u>Assistant Professor</u>
1971	_____	_____	_____
1972	_____	_____	_____
1973	_____	_____	_____
1974	_____	_____	_____
1975	_____	_____	_____

*Cite salary differences between males and females, if any.

Source: _____

Faculty Salaries-IX

Average yearly salaries of FTE faculty listed by sex, fiscal year, and school or department. (Abbreviate the name of school or department, if necessary)

(Entries rounded to nearest thousand dollars Δ)

School or Department	1972		1973		1974	
	F (N)	M (N) Δ	F (N)	M (N)	F (N)	M (N)

Faculty Salaries-II (Cont'd.)

School or
Department

1972
F (N) M (N)

1973
F (N) M (N)

1974
F (N) M (N)

Source: _____

Summary: Institutional Staff

Total staff membership listed by sex and fiscal year.

<u>Staff Position</u>	1971			1972			1973			1974		
	F	M	T	F	M	T	F	M	T	F	M	T
Administration												
Faculty												
Clerical												
Maintenance												

Summary: Institutional Staff (Cont'd.)

Staff Position	1971			1972			1973			1974		
	F	M	T	F	M	T	F	M	T	F	M	T
Others (List)												
Total Staff												

Source: _____

ADMISSIONS AND ENROLLMENT

On the quality of the student body...

Higgins. If I decide to teach you, I'll be worse than two fathers to you. Here (he offers her his silk handkerchief): Liza. What's this for?

Higgins. To wipe your eyes. To wipe any part of your face that feels moist. Remember: that's your handkerchief; and that your sleeve. Don't mistake the one for the other if you wish to become a lady in a shop.

ADMISSIONS AND ENROLLMENT

Admissions - Information

Summary of admissions information listed by citing the number of entering students, their classification, their sex, and the fall quarter or semester.

First-Time Freshmen

<u>Applied</u>			<u>Accepted</u>			<u>Enrolled</u>		
F	M	T	F	M	T	F	M	T

Fall 1971 Δ
Fall 1972
Fall 1973
Fall 1974
Fall 1975

Admissions - Information (Cont'd.)

Transfer Students Δ

	<u>Applied</u>			<u>Accepted</u>			<u>Enrolled</u>		
	F	M	T	F	M	T	F	M	T
Fall 1971									
Fall 1972									
Fall 1973									
Fall 1974									
Fall 1975									

Admissions - Information (Cont'd.)

Graduate Students

	<u>Applied</u>			<u>Accepted</u>			<u>Enrolled</u>		
	F	M	T	F	M	T	F	M	T
Fall 1971									
Fall 1972									
Fall 1973									
Fall 1974									
Fall 1975									

Admissions - Information (Cont'd.)

Re-Entry Students Δ

<u>Applied</u>			<u>Accepted</u>			<u>Enrolled</u>		
F	M	T	F	M	T	F	M	T

Fall 1971
 Fall 1972
 Fall 1973
 Fall 1974
 Fall 1975

Admissions - Information (Cont.'d.)

Grand Total Enrolled for First Time

"Entering Students"

	<u>Female</u>	<u>Male</u>	<u>Total</u>
Fall 1971	_____	_____	_____
Fall 1972	_____	_____	_____
Fall 1973	_____	_____	_____
Fall 1974	_____	_____	_____
Fall 1975	_____	_____	_____

Source: _____

Scholastic Information

Scholastic Information (Cont'd.)

Number of entering freshmen in the lower two quartiles of their graduating high school classes, listed according to their sex and the fall quarter or semester.

Δ Percentage of
Entering Class

Number in Lower
Two Quartiles

F M T

F M T

Fall 1971
Fall 1972
Fall 1973
Fall 1974
Fall 1975

Source: _____

Scholastic Information (Cont'd.)

Mean Scholastic Aptitude Test Scores for entering freshmen:
listed by sex and by the fall quarter or semester.

Mean SAT ^Δ Scores	Fall 1972 F (N) M (N)	Fall 1973 F (N) M (N)	Fall 1974 F (N) M (N)
Verbal			
Math			
Total			
Persons for whom scores are not available.			

Source: _____

Demographic Data

Fall 197__ total enrollment of students, broken down according to the state (or foreign country) listed as the student's permanent residence.

State*

AL	FL	LA	NE	OK	VT
AK	GA	ME	NV	OR	VA
AZ	HI	MD	NH	PA	WA
AR	ID	MA	NJ	RI	WV
CA	IL	MI	NM	SC	WI
CO	IN	MN	NY	SD	WY
CT	IA	MS	NC	TN	
DE	KS	MO	ND	TX	
DC	KY	MT	OH	UT	

*Two-letter postal codes for the 50 states in the Union
Source: _____

Demographic Data (Cont'd.)

Foreign Country

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Source: _____

Demographic Data

Number of students enrolled, listed according to their sex, student-housing status, their classification (full-time or part-time), and the fall quarter or semesters.

△ Full-Time Students

Fall 1971 _____
 Fall 1972 _____
 Fall 1973 _____
 Fall 1974 _____
 Fall 1975 _____

On-Campus Housing		
F	M	T
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Average Number of Full-Time Students: _____

Demographic Data (Cont'd.)

Full-Time Students

Fall 1971
 Fall 1972
 Fall 1973
 Fall 1974
 Fall 1975

Off-Campus Housing

F M T

Average number of full-time students: _____

Demographic Data (Cont'd.)

Part-Time Students

Fall 1971
 Fall 1972
 Fall 1973
 Fall 1974
 Fall 1975

On-Campus Housing

F M T

Average number of part-time students: _____

Demographic Data (Cont'd.)

Part-Time Students

Fall 1971
Fall 1972
Fall 1973
Fall 1974
Fall 1975

Off-Campus Housing

F M T

Average number of part-time students: _____

Source: _____

Demographic Data

Percentage of student enrollment which is made up of in-state or out-of-state students: listed by sex and the fall quarter or semester.

Percentage of Students

	In-State			Out-of-State		
	F	M	T	F	M	T
Fall 1971						
Fall 1972						
Fall 1973						
Fall 1974						

Source: _____

Demographic Data

Number of FTE students^A enrolled, listed according to the student's
Δ academic classification and the fall quarter or semester.

	<u>Fall 1972</u>	<u>Fall 1973</u>	<u>Fall 1974</u>	<u>Fall 1975</u>
Freshmen	_____	_____	_____	_____
Sophomores	_____	_____	_____	_____
Juniors	_____	_____	_____	_____
Seniors	_____	_____	_____	_____
Special	_____	_____	_____	_____
Total	_____	_____	_____	_____

Source: _____

Demographic Data

Number of FTE students who entered as freshmen, transfer students, or re-entry students and took no more than four years (two years for junior colleges) to complete their degree requirements: listed by citing their sex and the year in which they graduated.

Number of FTE Students Who Entered As:

<u>Graduating Year</u>	<u>Freshmen</u>			<u>Transfer Students</u>			<u>Re-Entry Students</u>		
	<u>F</u>	<u>M</u>	<u>T</u>	<u>F</u>	<u>M</u>	<u>T</u>	<u>F</u>	<u>M</u>	<u>T</u>
1972									
1973									
1974									
1975									
1976									

Source: _____

ΔAttrition-Reasons

Number of FTE students who entered the institution in the academic year of 19__ - __ and left before their graduation year: listed by sex, __ reasons for leaving, and the academic year in which they left.

Reasons for Leaving*

Academic Year Left	1			2			3			4			5		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Δ 19__ - __															
19__ - __															
19__ - __															
19__ - __															
19__ - __															
TOTAL															

*Use key on following page.

Attrition-Reasons (Cont'd.)

*Reasons for Leaving:

- 1 - Dismissed because of poor scholarship.
- 2 - Dismissed because of reasons other than poor scholarship.
- 3 - Voluntarily withdrew, with at least a C average.
- 4 - Voluntarily withdrew, with less than a C average and on academic or social probation.
- 5 - Voluntarily withdrew, with less than a C average but not on academic or social probation.

Departmental Enrollment

Departmental Enrollment (Cont'd.)

School or
Department

1972-73
F M T

1973-74
F M T

1974-75
F M T

Source: _____

Summer-Term Enrollment*

Number of enrolled students listed by: sex, year, and level of instruction.

Enrollment	1972		1973		1974		1975	
	F	M	F	M	F	M	F	M
Undergraduate								
Graduate								
Other								
Total								

*Excludes enrollment at intersessions^Δ except for entries marked with an asterisk.

Source: _____

Enrollment Summary

Academic classification of male and female students during the academic years 1972-1975; unless otherwise stated, use full-time equivalent figures when filling in this chart.

Academic Year	Enrollment								
	Total			Undergraduate			Graduate		
	F	M	T	F	M	T	F	M	T
1972-73									
1973-74									
1974-75									

Enrollment Summary (Cont'd.)

Enrollment by
Δ Special Programs

1972-73
F M T

1973-74
F M T

1974-75
F M T

Source: _____

ACADEMIC PROGRAM

The way it's gonna be...

Higgins. Yes: in six months--in three if she has a good ear and a quick tongue--I'll take her anywhere and pass her off as anything. We'll start today: no! this moment! Take her away and clean her, Mrs. Pearce. Monkey Brand, if it won't come off any other way. Is there a good fire in the kitchen?

Mrs. Pearce (protesting) Yes, but---

Higgins. (storming on) Take all her clothes off and burn them. Ring up Whitely or somebody for new ones. Wrap her up in brown paper till they come.

ACADEMIC PROGRAM

Academic Degrees

Number of degrees conferred, listed by sex and academic year.

Degrees Conferred	1972-73		1973-74		1974-75	
	F	M	T	F	M	T
Associate of Arts						
Bachelor's						
Master's						
Doctorate						
Others (list)						
Total						

Source: _____

Academic Degrees

Number of graduate degrees conferred in 19__-__, listed by recipient's sex and by his school or department. (Abbreviate the names of schools or departments, if necessary.)

<u>School or Department</u>	Number	<u>School or Department</u>	Number
	F M T		F M T
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	

Source: _____

Student-Faculty Ratio

The number of undergraduate students, the number of faculty, and the student-faculty ratio for each academic year.

Academic Year	Number of Students (FTE) *	Number of Faculty (FTE) **	Ratio
1967-68	_____	_____	_____
1968-69	_____	_____	_____
1969-70	_____	_____	_____
1970-71	_____	_____	_____
1971-72	_____	_____	_____
1972-73	_____	_____	_____
1973-74	_____	_____	_____
1974-75	_____	_____	_____
1975-76	_____	_____	_____

*Estimates for years after 1972-1973.

**Estimates of the number of faculty, after the year 1972-1973, can be based on current student:faculty ratio (: :).

Source: _____

Grade Distribution

Total number of the various letter grades assigned to under-graduates in 19 __, listed according to school or department. (Abbreviate the names of schools or departments, if necessary).

[illegible]

Total In-
stitution

By School or
Department

***Pass-Fail Δ**

Grade Distribution (Cont'd.)

By School or
Department[illegible]

Source:

Grade Distribution

Grade Distribution (Cont'd.)

[illegible]

Source:

FINANCIAL RESOURCES

Higgins to Liza's father in an age when students were considerably cheaper to come by...

Higgins... (revolted) So you mean to say, you callous rascal, that you would sell your daughter for £50? Doolittle. Not in a general way I wouldn't, but to oblige a gentleman like you I'd do a good deal, I do assure you.

FINANCIAL RESOURCES

Institutional IncomeΔ

Income listed by sources and by fiscal year. (Entries rounded to nearest thousand dollars)

<u>Income</u>	<u>1972 \$</u>	<u>1973 \$</u>	<u>1974 \$ *</u>
Auxiliary Enterprises (net)	_____	_____	_____
Book Store (net)	_____	_____	_____
Endowment Income	_____	_____	_____
Federal Appropriations	_____	_____	_____
Gifts and Grants	_____	_____	_____
Intercollegiate Athletics Δ	_____	_____	_____
State Appropriations	_____	_____	_____
Student Aid	_____	_____	_____
Student Fees (Tuition Δ)	_____	_____	_____
Other Income	_____	_____	_____
TOTAL	<u>100\$</u>	<u>100\$</u>	<u>100\$</u>

*Budget estimates. Source: _____

Institutional Expenses

Expenditures listed by sources of expenses for each fiscal year.
(Entries rounded to nearest thousand dollars)

<u>Expenses</u>	<u>1972 \$</u>	<u>1973 \$</u>	<u>1974 \$</u>
Administration	_____	_____	_____
Business Office	_____	_____	_____
Faculty & Staff Benefits	_____	_____	_____
General Institutional Expenses	_____	_____	_____
Instructional Salaries & Expenses	_____	_____	_____
Intercollegiate Athletics	_____	_____	_____
Library	_____	_____	_____
Maintenance	_____	_____	_____
Public Services	_____	_____	_____
Student Aid	_____	_____	_____
Student Services ^Δ	_____	_____	_____
Others	_____	_____	_____
TOTAL	<u>100\$</u>	<u>100\$</u>	<u>100\$</u>
Source:			

Summary: Student Financial Aid

Amount of student financial aid in each fiscal year, listed according to major sources of student financial aid. (Entries rounded to nearest thousand dollars.)

<u>Sources</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>
Assistantships	—	—	—	—
Endowment Income	—	—	—	—
Fellowships	—	—	—	—
Gifts	—	—	—	—
Grants	—	—	—	—
Loans	—	—	—	—
Other Student Work	—	—	—	—
Scholarships	—	—	—	—
Others	—	—	—	—
TOTAL	—	—	—	—

Summary: Student Financial Aid (Cont'd.)

Average Amount
of Financial
Aid Received by

1975 (N)

1974 (N)

1973 (N)

1972 (N)

Females

Males

TOTAL

Source: _____

PHYSICAL RESOURCES

On the problems of nature and social custom...

Higgins. Mrs. Pearce: this is Eliza's father. He has come to take her away. Give her to him.

Doolittle. No. This is a misunderstanding. Listen here---
Mrs. Pearce. He can't take her away, Mr. Higgins: how can he? You told me to burn her clothes.

Doolittle. That's right. I can't carry this girl through the streets like a blooming monkey, can I? I put it to you.
Higgins. You have put it to me that you want your daughter. Take your daughter. If she has no clothes, go out and buy her some.

PHYSICAL RESOURCES

Space Allocation

Allocation of space for institutional facilities, listed according to characteristics of space available.

Types of Institutional Facilities	Characteristics of Space		
	<u>No. of Bldgs.</u>	<u>Number of Rooms</u>	<u>Total Seating Capacity in Sq. Ft.</u>
Administrative	_____	_____	_____
Athletic	_____	_____	_____
Dining	_____	_____	_____
Faculty Officers	_____	_____	_____
General Use	_____	_____	_____
Health	_____	_____	_____
Housing	_____	_____	_____

Space Allocation (Cont'd.)

<u>Types of Institutional Facilities</u>	<u>Characteristics of Space</u>		
	<u>No. of Bldgs.</u>	<u>Number of Rooms</u>	<u>Total Seating Capacity in Sq. Ft.</u>
Library	_____	_____	_____
Student Extra-curricular Facilities	_____	_____	_____
Student-Study	_____	_____	_____
Teaching	_____	_____	_____
Unfinished Area	_____	_____	_____
Others	_____	_____	_____

Source: _____

Space Allocation

19 - Characteristics of undergraduate student housing: listed by citing pertinent data for different classifications of students within the student body (classifications are determined by living facilities occupied by students).

Characteristics of Undergraduate Student Housing

<u>Classification</u> <u>of Students</u>	<u>No. of</u> <u>Bldgs.</u>	<u>No. of</u> <u>Rooms</u>	<u>Normal Housing</u> <u>Capacity</u>	<u>No. of Students</u> <u>Actually Housed</u>
---	--------------------------------	-------------------------------	--	--

On-Campus

Fraternity
housing
for F
for M
TOTAL

	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

Space Allocation (Cont'd.)

Characteristics of Undergraduate Student Housing

<u>Classification of Students</u>	<u>No. of Bldgs.</u>	<u>No. of Rooms</u>	<u>Normal Housing Capacity</u>	<u>No. of Students Actually Housed</u>
Dormitories				
for F				
for M				
for F and M				
TOTAL				

Space Allocation (Cont'd.)

Characteristics of Undergraduate Student Housing

<u>Classification of Students</u>	<u>No. of Bldgs.</u>	<u>No. of Rooms</u>	<u>Normal Housing Capacity</u>	<u>No. of Students Actually Housed</u>
---------------------------------------	--------------------------	-------------------------	------------------------------------	--

On-Campus

Other housing
arrangements

for F

for M

for F and M

TOTAL

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Space Allocation (Cont'd.)

<u>Characteristics of Undergraduate Student Housing</u>	
<u>Classification of Students</u>	<u>Number of Students Actually Housed</u>
<u>"Off-campus" housing approved by the institution</u>	
Housing registered	
as F	
as M	
as F and M	
TOTAL	
Computers	
F	
M	
TOTAL	

Source:

Space Allocation

Number of motor vehicle registrations: listed by citing number of parking spaces available and type of institutional constituents using them during each fiscal year.

<u>Type of Institutional Constituents</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>
Total staff					
No. registered	—	—	—	—	—
No. parking spaces	—	—	—	—	—
On-campus students					
No. registered	—	—	—	—	—
No. parking spaces	—	—	—	—	—

Space Allocation (Cont'd.)

<u>Type of Institutional Constituents</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>
Off-campus students					
No. registered					
No. parking spaces					
Others					
No. registered					
No. parking spaces					
Total motor vehicle registrations					
Total parking spaces available					

Source: _____

Library Operations

Number of library holdings and additions, listed by citing statistics for each fiscal year.

<u>Holdings and Additions</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>
Microfilm collection	—	—	—	—
Newspapers	—	—	—	—
Periodical subscriptions	—	—	—	—
Tape and record collection	—	—	—	—
Volumes added	—	—	—	—
Volumes at beginning of year	—	—	—	—
Volumes held at end of year	—	—	—	—
Others	—	—	—	—

Source: _____

STUDENT LIFE

So, what do you do in your spare time?...

Higgins. ...At the end of six months you shall go to Buckingham Palace in a carriage, beautifully dressed. If the king finds out you're not a lady, you will be taken by the police to the Tower of London, where your head will be cut off as a warning to other presumptuous flower girls. If you are not found out, you shall have a present of seven-and-sixpence to start life with as a lady in a shop.

STUDENT LIFE

Student Organizations

Number of undergraduate students registered as members of student organizations, listed by sex and academic year.

<u>Types of Student Organizations</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>
---------------------------------------	----------------	----------------	----------------

Honorary and Professional Fraternities Δ

No. organizations for men only	_____	_____	_____
No. students registered	_____	_____	_____
No. organizations for women only	_____	_____	_____
No. students registered	_____	_____	_____
No. organizations for both sexes	_____	_____	_____
No. students registered	_____	_____	_____
Total number of students registered	_____	_____	_____
Total undergraduate student body	_____	_____	_____

Student Organizations (Cont'd.)

Types of Student Organizations 1972-73 1973-74 1974-75

Social Fraternities

No. fraternities at institution

No. male students registered

No. sororities at institution

No. female students registered

Total number of students registered

Total undergraduate student body

Student Organizations (Cont'd.)

<u>Types of Student Organizations</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>
---------------------------------------	----------------	----------------	----------------

Service and Religious Organizations

No. organizations for men only	_____	_____	_____
No. students registered	_____	_____	_____
No. organizations for women only	_____	_____	_____
No. students registered	_____	_____	_____
No. organizations for both sexes	_____	_____	_____
No. students registered	_____	_____	_____
Total number of students registered	_____	_____	_____
Total undergraduate student body	_____	_____	_____

Student Organizations (Cont'd.)

<u>Types of Student Organizations</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>
<u>Political/Cultural Organizations</u> Δ			
No. organizations for men only			
No. students registered			
No. organizations for women only			
No. students registered			
No. organization for both sexes			
No. students registered			
Total number of students registered			
Total-undergraduate student body			

Student Organizations (Cont'd.)

<u>Types of Student Organizations</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>
<u>Athletic Organizations</u> Δ			
No. organizations for men only			
No. students registered			
No. organizations for women only			
No. students registered			
No. organizations for both sexes			
No. students registered			
Total number of students registered			
Total undergraduate student body			

Student Organizations (Cont'd.)

<u>Types of Student Organizations</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>
---------------------------------------	----------------	----------------	----------------

Student Publications

No. Publications			
------------------	--	--	--

No. female staff members			
--------------------------	--	--	--

No. male staff members			
------------------------	--	--	--

Total number of students registered			
-------------------------------------	--	--	--

Total undergraduate student body			
----------------------------------	--	--	--

Source: _____

Summary: Student Organizations

Total number of student organizations chartered by the institution, listed by academic year and type of student organization.

Type of Student Organization	1972-73	1973-74	1974-75
Honorary/professional fraternities			
Social fraternities			
Service and religious			
Political/cultural			
Athletic			
Student publications			
Others (please list):			
Total			

Summary: Student Organizations (Cont'd.)

Percentage of total undergraduate student body registered in organizations chartered by the institution; listed by sex, academic year, and type of student organization.

<u>Type of Student Organization</u>	<u>1972-73</u>			<u>1973-74</u>			<u>1974-75</u>		
	F	M	T	F	M	T	F	M	T
Honorary/professional fraternities									
Social fraternities									
Service and religious									
Political/cultural									
Athletics									
Student publications									
Others (please list):									
<u>Total*</u>									

*Total number in the undergraduate student body.

SPECIAL INSTITUTIONAL INFORMATION

Success

or

The student learned her lessons well.

Liza. I'll advertize it in the papers that your duchess is only a flower girl that you taught, and that she'll teach anybody to be a duchess just the same in six months for a thousand guineas. Oh, when I think of myself crawling under your feet and being trampled on and called names, when all the time, I had only to lift my finger to be as good as you, I could just kick myself. Higgins. You (outrageous, impudent flower girl)...! But it's better than snivelling; better than fetching slippers and finding spectacles isn't it? (Rising) By George, Eliza, I said I'd make a woman of you; and I have.

△ SPECIAL INSTITUTIONAL INFORMATION